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ABSTRACT

This sixth in a series of twenty-nine learning modules on instructional execution is designed to give secondary and postsecondary vocational teachers help in developing skills for supervising group study designed to help students develop good study habits and skills in making study assignments which motivate students to learn and enrich/extend the classroom lessons. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quizzes, model answers, case studies to critique, model critiques, performance check lists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional execution are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (BM)

ED149070

MODULE

C-6

Guide
Student Study

MODULE C-6 OF CATEGORY C—INSTRUCTIONAL EXECUTION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 306

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

In the long run, the information which your students learn in your classroom may be less important to them than the study habits they develop there and carry with them after they have left the structured learning environment. Routine "homework" that is assigned each day at the end of the class session, collected at the beginning of the next period, only to disappear without a trace, may have as its main effect the stifling of student interest while contributing little to student learning. If students are asked to work independently on assignments, then these assignments must be seen as worthwhile extensions of the classroom experience.

There are a number of obstacles to obtaining good results from the typical homework assignment. Many students are unable to study effectively at home because of distractions, family responsibilities, a complete lack of books or other resource materials, or a lack of family help or cooperation. Other students, who seemingly have every advantage of quiet and comfortable home surroundings, plenty of books and magazines, helpful parents, and other resources, may not be able to study effectively at home simply because they have never developed good study skills and habits.

Increasingly, teachers are allotting blocks of classroom time to assist students with study assignments in an environment which is quiet, conveniently organized and businesslike, and where students have access to rich resource materials. With the assistance and direction of the classroom teacher, the students can not only work successfully on the assigned topic, but can learn and practice effective study techniques. Teachers are also

breaking away from basic reading, study, and practice exercise assignments and developing more challenging outside activities which involve observing, constructing, collecting, and solving complex problems. Teachers are now using the total school, the home, and the community as resources for assignments.

This module is designed to give you skill in giving study assignments which will motivate your students to learn, and which will enrich and extend the classroom lessons. You will also learn how to supervise group study so as to help your students develop good study habits. These study habits will stand them in good stead as they continue their training, and will carry over to learning experiences outside school and into their occupational activities.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, direct student study. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, critique the performance of teachers in given case studies in presenting student assignments (*Learning Experience I*).
2. After completing the required reading, critique the performance of teachers in given case studies in conducting group supervised study (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop a Lesson Plan*, Module B–4

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

1–3 peers to role-play students to whom you are presenting an assignment, and to critique your performance.

A locally-produced videotape of a teacher giving an assignment which you can view for the purpose of critiquing that teacher's performance.

Videotape equipment for viewing a videotaped assignment.

Learning Experience II

Optional

Reference: Robinson, Francis P. *Effective Study.* Fourth Edition. New York, NY: Harper & Row, 1970.

Reference: Charles, C. M. *Educational Psychology: The Instructional Endeavor.* St. Louis, MO: The C. V. Mosby Company, 1972.

A teacher experienced in conducting group supervised study whose performance you can observe.

Learning Experience III

Required

An actual school situation in which you can direct student study.

A resource person to assess your competency in directing student study.

This module covers performance element numbers 86, 91, 92, 117, 221 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

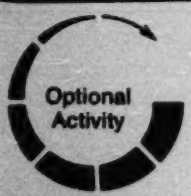
OVERVIEW

After completing the required reading, critique the performance of teachers in given case studies in presenting student assignments.

You will be reading the information sheet, Making Student Assignments, pp. 6–17.

You will be reading the Case Studies, pp. 18–19, and writing critiques of the performance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in presenting student assignments by comparing your completed critiques with the Model Critiques, p. 21.



You may wish to present an assignment to a group of peers.

If you gave an assignment to peers, you may wish to have your peers evaluate your competency, using the Assignment Checklist, pp. 23–27.

You may wish to view a locally-produced videotape of a teacher giving an assignment, and to critique that teacher's performance.

Activity

For information on the use of student assignments in instruction, the characteristics of effective assignments, and the procedures for developing and presenting an assignment, read the following information sheet:

MAKING STUDENT ASSIGNMENTS

Learning is a continuing process of life. It is not simply confined to the classroom or restricted to the direction of the teacher, but involves much of the activities and experiences of every mentally active person. **Effective** learning is greatly affected by the environment in which it is undertaken and the conditions surrounding the learner. Thus, students need to **learn how to learn.** They must be helped to develop the skills of discovering new information. In addition, they need to know how to organize this information for their purposes, and how to retrieve the information they have in order to apply and utilize it. Teachers can help students develop these skills of learning, and can foster the habit of learning by planning lessons which incorporate opportunities for independent study, not only in the classroom, but at home, within the school, and in the community.

There is a place in the teaching/learning process for the class study assignment, the independent study project, and homework. Well-chosen learning assignments can make several unique contributions to the work of the vocational classroom.

- Outside study extends the limited time available to teachers and students during the school day to cope with the amount of material to be learned.
- By covering some of the routine or practice elements of subject matter learning, study assignments free the teacher and student to interact in the class or laboratory in the important, creative, active, and personal aspects of the vocational subject.
- Interesting out-of-class activities can enrich learning by providing experiences to the student that are simply not available or not possible within the confines of the school itself.
- Independent study allows students to work at their own pace in their own way, toward individual goals and interests.
- Carefully thought-out study assignments can provide the student with practice experiences in how to learn, how to locate information, how to organize information for solving problems, how to organize time and effort, and how to establish an environment conducive to learning.

All these benefits of student study are possible, but they will not come about naturally or through haphazard, spur-of-the-moment homework assignments. They depend on thoughtful preparation and insightful assignments by the teacher, and on positive attitudes toward learning on the part of the students.

Outside study need not be an interruption of the student's normal home life. It can be an accepted and natural life activity in which there is no sharp distinction between school homework and personal interests and activities. If teacher and student can work together to develop a deep interest in learning, the process will continue long after the formal assignment is forgotten. The teacher should realize, however, that many students live in a home environment that makes study difficult or virtually impossible. The disadvantaged student, in particular, may have no private place in which to work and may be surrounded by noise and confusion. In many lower class families, there is a definite hostility toward schools and formal learning that students may find very hard to overcome.

One solution to such difficulties has been to lengthen classroom periods to allow students time to study at school. Within the school, the student has access to the materials and books he/she needs. Thus, he/she is able to get assistance from a teacher if difficulties arise, instead of trying to rely on members of the family for help. The supervised group study session is also helpful to teachers in that they can observe student study behaviors and pay closer attention to individual needs. It is an excellent time for the teacher to allow students to practice good study habits in an environment favorable to learning.

The teacher should talk to students individually about their study assignments and the results of their work.

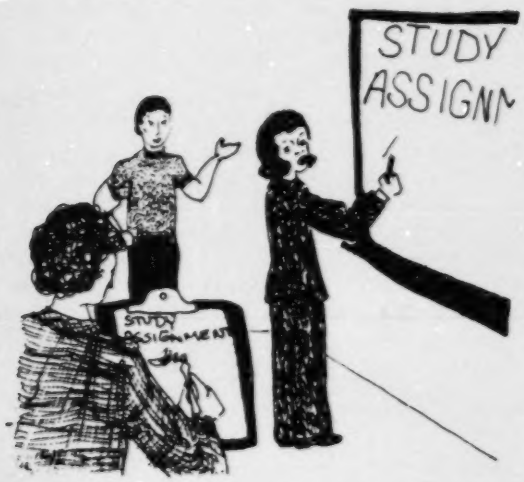
We want students to develop favorable attitudes toward study and learning so that they will want to learn in our classes and will continue to learn and use their knowledge after having left the influence of the school. Students who develop favorable attitudes toward study are more likely to remember what they have been taught and to learn more about the subject as they continue in the occupation.

In terms of study assignments, this means that homework and school study should be associated with repeated pleasant experiences, and students should find reward in what they accomplish. An assignment which is based on student needs and student interests, which brings the student in touch with family and friends, hobbies, and community, is one which the vocational teacher must attempt to design. Teachers who are able to develop favorable attitudes in students toward the subject and toward learning will frequently have the satisfying experience of seeing their students work far beyond the minimal requirements. These students will take on additional tasks or more complex assignments simply because they get satisfaction from the accomplishment.

What happens after the assignment is completed is very important to the way students view their work. The results of homework assignments should be treated as important and should be evaluated with care. Good work should be rewarded, and the knowledge gained should be put to use as soon as possible. Clearly then, the teacher needs to project a favorable, positive attitude toward study assignments.

Even though the teacher may have personally suffered through thoughtlessly assigned homework in his/her past schooling, the experience need not be passed on to today's students. Study and homework must under no circumstances be used as punishment for poor behavior or lack of achievement. They must not become associated with unpleasantness, pain, or fear. On the contrary, the student should feel that study will increase one's chances for vocational success and provide opportunities for personal enhancement.

Good study assignments cannot be created at a moment's notice, or when the dismissal bell is about to ring. The teacher must plan them, using the help and ideas of the students. In planning a lesson or a unit of instruction, try to keep in mind which of the learning activities can best be done with teacher guidance, and which can best be done independently, outside the classroom. Some activities may involve both, such as assignments which should be started in the classroom with teacher supervision, but which can be completed at home.



Not only will the conditions under which the assignment is done vary, but the amount of student individualization will also differ, depending on the objective(s) of the exercise and the type of program involved (e.g., competency-based vs. more traditional). At times, everyone in the class will be given exactly the same assignment and will be expected to complete it in the same way (e.g., the memorization of a series of important formulas, or the solving of a sheet of practice problems). At other times, a broad assignment, such as one in which child-care students are asked to observe a day-care center in operation, can be partially individualized. For example, the student may be allowed to choose the kind of center to visit, or to concentrate on a particular aspect of the center program that seems to be of greatest personal interest. Still other types of assignments can be highly individualized. That is, the student may select a personal project and formulate plans for accomplishing it. This will, of course, be true in a highly individualized program. In a competency-based program, students might all be working on different assignments, depending on their individual learning styles, needs, and interests. All of these approaches are useful and valid as long as they contribute to the achievement of the objectives of the program.

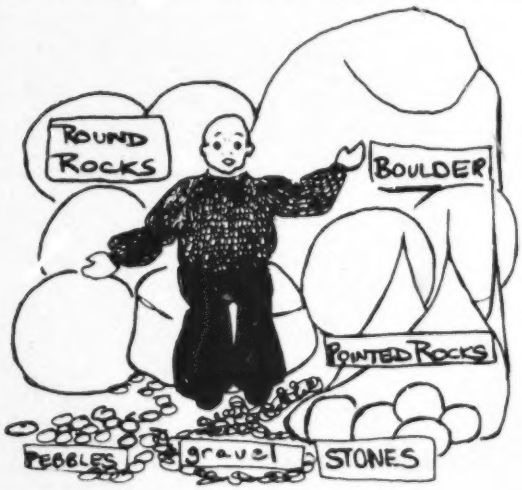
Types of Assignments

The sections that follow describe some of the general types of assignments that the vocational teacher might incorporate into his/her plans for a lesson or a unit of study. It may be helpful to the teacher to translate the suggestions given here into specific ideas for the service area in which he/she is involved.

Observing.—This type of assignment brings students in touch with other people or objects and allows them to organize information about them in a meaningful way. For example, a student in home economics might be given an assignment to observe a group of children at play to determine how their ability to share toys varies with their age. A student in distributive education might take a walk through the downtown area of his/her community to observe how color or movement is used in window displays. A student in vocational agriculture might try counting the number of fields of a particular crop along a stretch of road to judge which crops are most important in his/her area.

The purpose of this type of assignment is to get students interested in their surroundings in order to learn something particular about them. A student who is told merely to "go watch your younger brothers and sisters play" may end up with no more knowledge after he/she completes the assignment than before starting. Thus, the teacher needs to supply some kind of structure for any observation process. This might take the form of a checklist, a question sheet, a tally sheet for recording frequency of occurrence, or a final report form.

Collecting.—Many students like to collect things—stamps, books, buttons, rocks, insects, etc. A study assignment can be a natural extension of a student's desire to collect and identify things.



It can also be combined very effectively with observation, particularly when the student needs to gather various objects together to observe their similarities, or needs to look very closely at something and study it in order to discern special characteristics. The variety of collections which vocational education students may be interested in is almost unlimited: labels from packaged foods, fabric swatches, printed advertisements, specimens of lawn weeds, samples of building materials, are just a few of the possibilities.

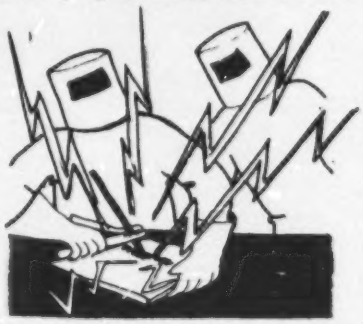
Memorizing.—Just about every vocational area will have some information, data, formulas, numbers, or words that students will need to memorize. We memorize much-used information in order to save time in looking it up, to avoid carrying around a set of reference books, or to have the information instantly available when the situation requires an immediate response. Children learn the alphabet, the multiplication tables, or the books of the Bible by sheer memorization. The professional cook has memorized the table of measures; a secretary has memorized the Gregg characters; an electronics technician has memorized the relationship between voltage, current, and resistance.

Teachers sometimes assume that because students must complete this type of assignment basically on their own, there is no need to do more than indicate exactly what is to be memorized and by when. This type of approach is not very effective with students unless they have already developed a degree of memorizing skill and self-discipline. Even then, students may learn an assortment of facts by a required date, and forget them soon after. The teacher must be sure that students understand not only what is to be memorized, but also why it is to be memorized. What is the information to be used for? How is it to be applied? How will it help students accomplish an objective?

Furthermore, the teacher must allow students to apply the knowledge gained through memorization in order to reinforce learning, and then must reward them for their efforts. The teacher should also help students learn the skill of association in memorizing (e.g., to remember the difference between "stationery" and "stationary," associate the letter "e" with the word **e**nvelope), the use of mnemonics (pronounced nimonics), and other aids to memory. For example, a mnemonic device many of us learned as youngsters helped us remember the lines on the treble clef in music—**E**very **G**ood **B**oy **D**oes **F**ine. This will simplify the process and will help ensure retention of the information over a long period of time. Vocational teachers whose subject contains a great deal of information or terminology that must be remembered should themselves develop good memory skills, and then should teach these skills directly to students.

Practicing.—Practice assignments should be given to students after they have mastered the basic techniques needed to perform the skill. After you have demonstrated the process in class, and they have attempted the process under your guidance, students can practice the skill on their own to refine their execution until the basic techniques involved become habitual.

Keep in mind that "practice makes perfect" only if students practice in a perfect way. It is just as easy for the student to learn misinformation and poor techniques through practice as it is to learn the correct way of doing things. Therefore, make sure that students have mastered the basics of the skill before they begin to practice it on their own. In teaching students to lay a bead of welding, for example, it is a good idea to guide their progress until they succeed in laying an acceptable bead at least once. Later, when they are practicing on their own, students will know what the desired result looks like, and how they feel when they are doing it correctly.



Problem Solving.—Problem-solving assignments may vary from a simple choice to a complex problem involving many different variables. This type of assignment is suitable for either individual or group work. In group situations, the slower learners and more capable learners can work together to obtain a single solution.

An example of a simple problem involving only one or two variables might be a case study assignment in which students are asked to choose what they should buy after being given specific details about what they need and how much money they have to spend. Or, a student might be given a cake recipe which calls for a round pan and have to determine how much baking time to allow if the cake is baked in a square pan. Students can work on this type of problem at home and bring their answers to class to compare them with alternative solutions.

An example of a more complicated problem involving several variables would be an independent research assignment in which the student is expected to apply a principle or some information he/she has learned to a new situation. A student in distributive education, for example, might be asked to determine where a new store should be located in the community. This would involve taking a count of people who pass along a given street at various times during the day, possibly combined with a survey of their shopping habits. Careful records would have to be kept so the student could review these before making a decision, and could justify his/her choice to the teacher or another student.

A problem-solving assignment for students in vocational agriculture might involve displaying a group of weeds and asking them to determine which type of pesticide should be used to eliminate these weeds from a field of a given size in a particular area. This type of assignment requires the student to identify the weeds, the types of pesticides which can effectively control them, the effects of these pesticides on the crop and the environment, and the relative cost of each. Then each factor must be weighed to determine which type of pesticide should be used.

A problem for students in the building trades might be to draft a plan of a residence or other building which suits the needs of a special group of people. For example, a student who is designing a house might talk to his/her family or neighbors about their needs, their tastes, how much money they want to spend, where the house should be located, etc. Then, the student would draw up a floor plan and a sketch of the house and present it to the "client" for approval. This type of problem gives the student an opportunity to apply the design skills he/she has developed to solve a realistic problem.

Making, Doing, Constructing, Creating.—This type of assignment is excellent for the student who likes manual activities, and who enjoys concrete, as opposed to abstract, activities. Students' own interests should furnish good clues as to what specific projects they would like to undertake. Examples of this type of assignment include: making or experimenting with a recipe, designing a simple pattern, rearranging furniture in a student's room or redecorating a room, modernizing a kitchen or bathroom, rewiring or replumbing a house, growing a new lawn, overhauling a car or a tractor, etc. Students might also construct something for classroom use such as a model, a mock-up display, a videotape, storage facilities, work benches, or other useful items. It is essential, of course, that these latter kinds of student activities relate directly to the objectives of the course and that the teacher not exploit, as a source of cheap labor, the student's willingness to do construction tasks.

Studying the Community.—Assignments which are community-centered give students first-hand knowledge of their environment and their relationship to it. The local community is an excellent laboratory for student learning and experimentation, and one too often unused by the teacher. Students can investigate, for example, the number of jobs related to their occupational area which are advertised in the local newspapers over a period of time. They can survey business persons about employment trends in the community, investigate the utilization of new processes in their occupational specialty, do comparative studies of merchandise pricing in different stores or neighborhoods, investigate local building practices, or get information about industrial safety practices. Health occupations students can find out what health services are available in the community; landscaping or drafting students can visit an area of land to collect the needed information for a topographic map drafting assignment.

Assignments which give students a better understanding of the community can often lead them to participate actively in influencing or changing it. For example, a student in a childcare class who discovers a need for a day-care center in the neighborhood may eventually start a campaign to establish one. A student in industrial education who is interested in a housing development may want to sit in on the city council's hearings of the proposal, or visit the site during construction, or talk to the occupants after the development is completed. A vocational agriculture student might work in an inner-city housing development to teach tenants how to grow their own vegetables. Opportunities for students to tutor or to become community service volunteers are frequent, and are an excellent way to enrich the lives of students and others in the community as well. These experiences may also give students an understanding of the social context into which their occupation fits.

Information Sheets

Often students need special information to guide them through an assignment. The teacher can be a helpful source of information to the students while they are in class, but when they begin to work on the assignment on their own the teacher will not be available to answer questions, and they may not be able to find the information they need in a reference book.

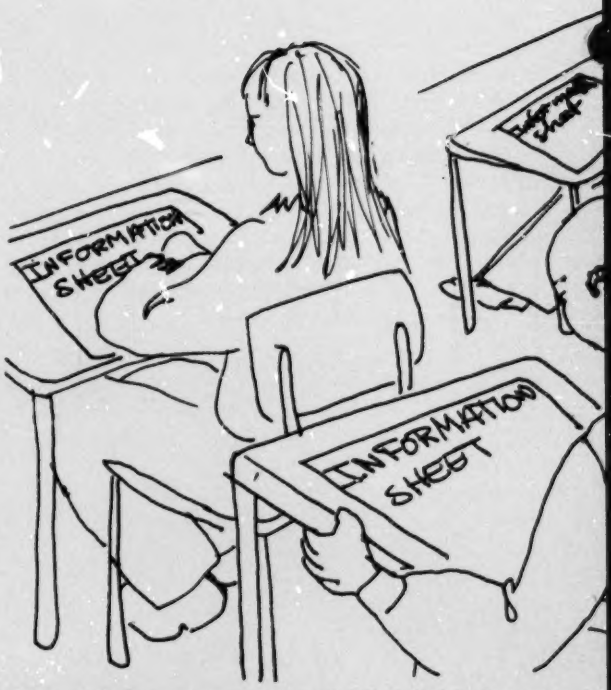
In this kind of situation, an information sheet which the teacher has prepared in advance can help students complete the assignment more easily, without their wasting time looking through scattered notes or guessing what the teacher had in mind when giving the assignment in class. The

information sheet, however, should not be used as a substitute for good note-taking by students, so the teacher may also need to help them develop this skill.

In addition to its usefulness to students working on a study assignment, a well-prepared information sheet can enrich and enliven the informational content of the course and provide current data not conveniently available from any other source. Later, students may find these sheets a valuable reference source when they get out on the job.

In planning a study assignment, you should consider preparing an information sheet if one or more of the following conditions applies:

- The information which students need is not accessible to them.
- The information needed is available only from scattered sources.
- The information must be adapted to the level of understanding and to the appropriate approach for the students.
- The information which students need is a specific application of general information available in reference sources.
- The students will need to study at a later time the material presented in class.
- The information which students need is basic and will be used for more advanced courses or on the job.



Sample 1 is an information sheet suitable for use as the basis of a class assignment. Note that it has a title describing its content, an introduction designed to provide motivation, and general information separated into specific categories to help the student organize the ideas presented in the sheet.

SAMPLE 1

INFORMATION SHEET

Packing Auto Merchandise for Shipping[1]

In many businesses, a large portion of the merchandise sold has to be prepared for shipment. If the articles are not packed, tagged, and labeled properly, many of them will be damaged in shipping and much confusion will arise as to their destination. Therefore, all auto partsmen must be able to identify, label, and pack parts for safe shipment. Broken or damaged parts are just as bad as an incorrect part. Good packing for shipping creates good public relations. Happy customers mean return business; return business means more profit; more profit for the boss means more take home pay for the employee.

Packing

When packing merchandise for shipment, a container should be used which is strong enough to protect the type of merchandise being shipped. Before beginning to pack, the student should have a complete shipping list and description of each item to be packed for shipment. Obtain each item listed from the stockroom and place it in a stack convenient to the packing counter. As each piece is placed in the container, check it against the list to ensure that all merchandise is placed in the container. When the container is full, the packing material should be placed around the goods to make the contents as compact as possible. (If the articles completely fill up the space, the packing material may not be needed as its purpose is to take up extra space left in the container.)

Labeling

After the packing has been completed, the packing slip should be placed in the box or attached securely to the outside. The outside address should be placed on the container before sealing or tying to avoid sending the package to the wrong customer. When more than one package is being shipped to the same customer, the container which the packing slip is placed in should be clearly labeled, "Packing Slip Enclosed." (It is also a good idea to number the packages and indicate on the packing slip the number of the container in which each item has been placed.)

Sending the Invoice

Before shipping a package, be sure that an invoice has been prepared. The invoice should be **mailed** to the customer, **not included** inside the package. (An invoice may be placed in an envelope and attached to the container if it is convenient to have it accompany the shipment.)

Routing the Shipment

After the containers have been packed, tagged, and invoiced properly, they are ready to be delivered to the shipper. Instructions for routing the shipment are usually given by the customer on the order. If no instructions for routing are given on the order, you must select the best mode of transportation. It is not enough merely to get the goods to the customer. You must see that the merchandise is delivered in the minimum amount of time and at the minimum cost. Routing the shipment is of the utmost importance! In order for you to select the best mode of transportation, you should be familiar with the types of routing services in the area you serve. You should also be familiar with the regulations which govern the traffic of the type of shipments you make.

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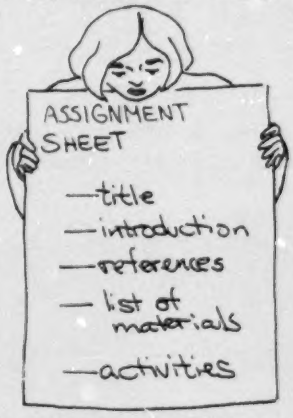
1. Adapted from *Standards and Formats for Industrial and Instructional Materials* (Austin, TX: Vocational Instructional Services, 1972), pp. 65–66.

Assignment Sheets

An assignment sheet provides opportunities for students to apply learning and skills in a practice situation. The purpose of an assignment sheet is to motivate students to **do** something, usually as a follow-up to something they have learned in class. Depending on the lesson, an assignment sheet might consist of one or more of the following:

- a series of questions to be answered
- problems to be solved
- an occupational task to be performed
- data to be organized (e.g., bills to be made up, charts to be drawn, etc.)
- an observation to be made and data to be recorded
- an investigation or experiment to be conducted
- data to be interpreted
- drawings to analyze
- a procedure or plan to be made

Sample 2 is an assignment sheet. Notice that it has a title which identifies the subject of the assignment; an introduction which ties the assignment into previous assignments and motivates the student; a reference section which directs the student to resource materials helpful in understanding the assignment; a list of materials which helps the student organize the task; and a series of activities which the student must actually perform in order to answer the questions. In writing an assignment sheet, try to avoid questions or problems which the student can answer by mere recall, or by copying directly from printed material. And remember that questions, like directions, should be clear and focused on one idea so that students can write a concise, brief answer rather than a lengthy essay which places an undue emphasis on writing ability.



SAMPLE 2

ASSIGNMENT SHEET

Lead-Acid or Secondary Cells[2]

In the experiment on primary cells, we found that an electric current will flow through a wire connecting two dissimilar metals which are surrounded by an electrolyte solution (dilute acid or alkali). In this experiment, we will use two similar metals. This type of cell is called a secondary cell, or a lead-acid cell.

READINGS: Review the Black text, pp. 346–348, and the Information Sheet, "Primary Cells." Then study the diagram on p. 350 of the Black text to see how the cell is to be hooked up in this experiment.

MATERIALS: Assemble on your work bench:

1 voltmeter (0–10 V. range)
1 dry cell
1 glass tumbler
1 flashlight bulb, 112 V.
2 strips lead, 1" × 4"
2 lengths of bell wire, 12" ea.
sulphuric acid

PROCEDURE:

1. Scrape the strips of lead until they are bright. Mark one "A" and the other "B." Strip all ends of the bell wire. Punch a nail hole in one end of both lead strips about ¼" from the end. Connect one wire to each strip, making sure of good connection.
2. Fill a tumbler about half full of water and SLOWLY ADD SULPHURIC ACID WHILE STIRRING WITH GLASS ROD until tumbler is ⅔ full. NOTE: SULPHURIC ACID IS **ALWAYS** TO BE ADDED TO WATER, NOT THE REVERSE. Be sure that the acid does not get on your clothes or any part of your body. Wear safety goggles to be sure that the acid does not get in your eyes.
3. Connect the voltmeter to wires as shown in the diagram on p. 350 of Black, and place both strips in the tumbler of acid and water about 1" apart. Is there any deflection (movement) of the pointer of the voltmeter? _____
4. Remove the voltmeter and connect the center dry cell terminal to "A" and the outside terminal to "B." What action takes place? Describe: _____

   At which strip does this action occur? _____

   What changes in appearance take place in either strip? _____
5. Remove the cell after about five minutes and reconnect the voltmeter with the + terminal connected to "A." Is there any deflection of the pointer of the voltmeter? _____

   If there is any deflection of the pointer, what voltage is indicated? _____
6. Remove the voltmeter and place the 1½ V. flashlight bulb in the circuit. Did the bulb light up?_____ If it did, how long did it burn?

CONCLUSION:

1. From this experiment the conclusion has been reached that a voltage of about _____ V. can be made to exist between the two lead plates of a lead-acid cell provided: _____
2. It was found that the strip (plate) which was connected to the + terminal of the dry cell became the _____ plate of the lead-acid cell and that its color was _____

2. Adapted from *Standards and Formats For Industrial and Instructional Materials* (Austin, TX: Vocational Instructional Services, 1972), pp. 136–137.

Giving the Assignment

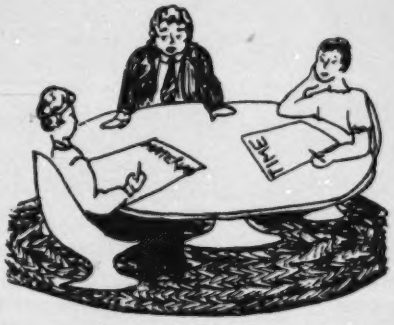
Once you have planned a lesson and have a general idea of what kind of assignment will help students achieve a particular objective, it is time to talk to them about their ideas so that together you and the students can work out or formulate the assignment. It is essential that there be a mutual agreement (a kind of verbal contract) between the teacher and the students as to what the assignment actually consists of, and what results are expected. Such an agreement may be formed on an individual basis between the teacher and the individual student, or on a group basis with small groups or the entire class.

In either case, the agreement should be **specific, clear,** and **detailed.** For example, don't leave students with the vague notion that they are supposed to "watch the paper for awhile to see what jobs are available." Which papers? What kinds of jobs? How long is "awhile"? What is to be done with the information when it is found? This kind of assignment is too vague, too unstructured, too frustrating to really motivate and direct students.

On the other hand, it is possible to be so rigid and restrictive that students aren't allowed to explore some interesting avenue of knowledge because "that isn't what the teacher wants." Possible supplementary activities which will allow the student to take some initiative in completing the assignment should be pointed out by the teacher. For instance, a student who is given an assignment to study the classified section of the *Local Gazette* for two weeks and clip all the job advertisements which he/she qualifies for, might be interested in comparing the *Gazette's* ads with those appearing in the *Tribune* over the same period of time. Students should understand that the specific assignment is a base from which they can launch their own projects, and they should be given credit for whatever related work they choose to do on their own.

One way to determine whether the assignment you have in mind is reasonable in terms of scope and time required for completion is to work through it yourself. This is also a good way to find out how interesting the assignment is! You might find that you can condense a whole page of problems into one or two typical examples which get the point across. You might discover that the assignment is too difficult for your students because it assumes knowledge which they lack, or because there are some details which you forgot to explain. Try to put yourself in the place of a slow learner, or an average learner, and decide whether that student would need an information sheet. If the assignment is very long, or very complicated, an assignment sheet might make the whole task simpler and more manageable.

When you discuss the assignment with students, help them think through the entire process and organize their activities—materials which they will need, and the amount of time they should allow. This will help them avoid false starts and unproductive activity. For example, a student who takes a bus to the business district in his/her community to observe the use of movement in window displays, and then discovers he/she has forgotten to take along a camera, or a sketch pad, or at the very least paper and pencil, will have to get back on the bus, get the needed materials, and begin again.



Remember that your role is to encourage students, to work with them in realizing their goals. This means not only in formulating the assignment, but in carrying it out as well. Students who need individual help should feel that they are free to see you during office hours, after class, or during group supervised study. Often when the teacher and the student tackle a difficult task together, the student understands how to proceed and can continue on his/her own.

Perhaps the most important part of giving an assignment, besides letting students participate in formulating the study task, is making sure they realize that their work will be used, reviewed, and evaluated. Even the most conscientious students will find it difficult to expend effort if they feel that no one will ever look at their work and know whether they have done a good job or not. Students feel justifiably betrayed when they expend a great deal of effort to complete an assignment, and the teacher makes little or no effort to review their work. It should come as no surprise to such a teacher when the students soon lose their enthusiasm for homework. Best results come from study assignments that students can see are used and appreciated. The completed assignment may be used as a basis for a class report, as a topic for class discussion, or as a part of a classroom exhibit, or may at least be given a careful examination and review by the teacher.

In the process of planning and making the assignment, you must also decide how it is to be evaluated. Will the work be reviewed and graded by you alone, or will it be evaluated by the entire class? What standards must be met for the work to receive a satisfactory rating? The student deserves more than a bald letter grade on the completed assignment—a letter that may communicate very little. When evaluating a student's work, try to indicate why he/she received a certain rating. Clarify, for your own thinking, the qualities that you were looking for in the finished work, and inform the student how well he/she met those qualities and how he/she might better achieve them in future assignments.

Sometimes, a checklist or rating scale helps objectify the evaluation standards. When possible, a short personal conversation with the student about his/her work is a good way to ensure mutual understanding and maintain personal contact. Even in the case of the most routine homework paper, a teacher's written comment, such as "good work," or "much improved since last week," or "re-read p. 97 and I think you will avoid this mistake," will surely make the student understand that his/her efforts are taken seriously, and someone is interested in his/her progress.

In summary, when you formulate an assignment with your students—

- Be specific and detailed. Let them know the purpose of the assignment.
- Set reasonable limits to keep students from wandering off on an unproductive tangent.
- Allow for student initiative. Point to possibilities beyond the specific assignment and the minimum requirement.
- Try out the assignment yourself to make sure it is reasonable in scope and in difficulty.
- Write an information sheet or an assignment sheet if it will help students complete the assignment more easily.
- Help students organize the materials and the time they need to complete the assignment.
- Show the students that you are willing to work with them.
- Let them know that their work will be reviewed.
- Let them know the criteria by which their work will be evaluated.

The following Case Studies describe how two vocational teachers went about preparing and presenting assignments to their students. Read each case study, and then **explain in writing** (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated his/her responsibilities.

CASE STUDIES

Case Study 1: Miss White Gives A Sew-Sew Assignment

"Students," Miss White said towards the end of her Friday clothing class, "we've been learning how to make buttonholes this week. Most of you have gotten the basic technique down pretty well, but you all need practice so you can pass the practical part of the final exam. Here is your assignment for Monday. I think I have enough assignment sheets to go around; if not, you can share." The students looked over the assignment Miss White handed out. They were supposed to finish the blouses they were making and put the buttonholes in by Monday's class.

One of the students raised her hand and said that she wasn't sure if she knew how to make buttonholes for her blouse. "I can't remember how to figure out how long the buttonhole has to be," she said.

Miss White just smiled and told her, "Don't worry. Ask your sister to help you. She was in my class last year." Another hand went up. One of the girls who was in a school play that weekend said she might not have time to finish her blouse.

"Well, you'll just have to decide what's more important—having fun or getting your homework in on time," Miss White told her. "By the way, class, this assignment will count as 20% of your grade in the course."

Then another girl raised her hand and asked, "Miss White, how will we be graded on this?"

Just then the bell rang and Miss White gathered up her coat and books and told the class they were dismissed. As she was leaving the room, one of the girls followed her outside and asked if she could stay late and use the school sewing machine since she didn't have a sewing machine at home.

Miss White told her that the sewing room was open on Saturdays if she wanted to use it; then she remembered, "But I guess it will be closed tomorrow since the teacher who usually supervises the room will be helping students rehearse for the school play tomorrow night. Well, why don't you just study the assignment sheet and try to answer the questions? You can look them up if you have any trouble —most of the answers are in the book anyway."

Case Study 2: Keeping Students In The Dark With Electricity

"How are you getting along on the assignment I gave you last week, class?" Mr. Cord asked after he finished passing back the quizzes from the previous day's class. "Are you having any problems?"

"Well," one of the students volunteered, "I'm not really sure if I'm doing the right thing. I think you said we should learn something about electricity. I thought you meant to draw a diagram of a power plant and show the flow of electricity from the plant to a house and the wiring in the house. Is that what you wanted?"

"Not exactly, Steve. I think I said to learn something about a practical application of electricity in the home. Did someone take notes on what I said?"

"I did," a student answered.

"Well, Jim, what was the assignment?"

Jim fumbled through his notes. "You said we should just learn something about electricity. That's all I have written down. You said you wanted to keep it pretty broad, so I've been working on a model circuit at home and I was wondering if I should bring it to class so you could see it."

"Say, that's a good idea. It's too bad we don't have more time to do things like that. I'll just have to take your word that you did something,O.K.? Everyone can turn in a report—maybe a paragraph long or so—on what they did."

Steve raised his hand again. "Mr. Cord," he said, "my dad has been wanting an electronic garage door opener for a long time. I saw a drawing and some instructions on how to make one in a magazine and I was wondering if I could make one as a class project. Would that count as an assignment?"

"That sounds like quite an undertaking, Steve; maybe you should save that for the summertime when you don't have so much schoolwork to do. We've got a lot to cover before the end of the term and I'd hate to see you get behind." Mr. Cord ended the discussion by telling the class that anyone who needed individual help with the assignment could talk to him after class.

One of the students in the class approached Mr. Cord after class and said he had been working on a neighbor's broken stereo receiver. "I've checked out everything and I just don't understand why it won't work, Mr. Cord."

"Have you studied the schematics?" Mr. Cord asked.

"Yes, but I'm not sure I understand it. There are a couple of confusing things in the manual. What do you think could be wrong with it?"

Mr. Cord said he'd have to see it and check it out himself to figure it out.

"I could bring it in before class tomorrow," Dave said.

"That's one way for you to find out what's wrong with it all right, but I don't think you'd learn much if I figured it out for you. Just keep working on it. You'll get it eventually," Mr. Cord said confidently.

NOTES

Compare your completed written critiques of the Case Studies with the Model Critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Study 1:

No doubt Miss White had very good intentions for her class in giving them this assignment, but it certainly wasn't presented very well, and she may not get the results she hoped for. The class was not involved in formulating the assignment, nor did teacher and class have any agreement as to precisely what was expected, or how the completed work would be evaluated. Some students may not even have gotten the assignment sheet, and there was apparently some confusion as to the technical aspects of the expected product.

It appears that access to a sewing machine was necessary to complete the work, yet the assignment was given over a weekend when the school lab was not open and the teacher not available to give assistance. If Miss White had discussed the assignment with her class beforehand, the conflict and confrontation with the student in the school play probably could have been easily avoided.

The whole assignment would have gone over much more smoothly if Miss White had thought through the idea very carefully, had prepared enough sheets for everyone, and had furnished an information sheet to help students do the work properly. She should have planned for enough class time to discuss the assignment with her group, answer any questions, solve any problems, and come to a reasonable due date. At the same time, she should have taken just a minute or so to tell the class what qualities she would be looking for in the finished buttonholes, and how the work would be evaluated. Finally, Miss White should have arranged time when the class could use the sewing laboratory and get assistance from the teacher as they worked on the assignment.

Case Study 2:

Mr. Cord seems to be a very good natured and well meaning individual. He gives the impression of being helpful and interested in his students, and wants to be considered open-minded and flexible. His students, however, are likely to be frustrated in attempting to understand the purpose of the assignment, and it seems likely that the final results will be uneven, to say the least.

The advice we might give Mr. Cord is to think through the proposed assignment thoroughly, relate it to the work of the class, and then communicate clearly to the class what needs to be done to complete the assignment satisfactorily. Mr. Cord could have prepared an objective for the assignment, given a broad statement of what was intended, and furnished some examples of what students might like to do within the broad limits given. Again, a class discussion could have clarified any misunderstandings before the students made their plans and began their work so that their efforts would not be wasted.

Because Mr. Cord apparently expected a variety of student activities to take place to meet the assignment, he should have been prepared to spend a considerable amount of time working with students individually as they progressed with their plans. "You'll get it eventually," is not an adequate response to conscientious but floundering students who need guidance and help.

LEVEL OF PERFORMANCE: Your completed critiques should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Making Student Assignments, pp. 6–17, or check with your resource person if necessary.

You may wish to ask one to three peers to role-play students.These peers will serve two functions: (1) they will role-play the students to whom you are giving an assignment, and (2) they will evaluate your performance, if you choose to have them do so. First, plan a lesson, or select a previously prepared lesson plan, which includes a study assignment to help students achieve the lesson's objective. Remember that there are several options in giving assignments:

- A single assignment can be given, which everyone is expected to complete in exactly the same way.
- An assignment can be given which gives the individual student some freedom in devising a method of approach and, to some extent, the result to be reached.
- A broad assignment can be given which defines the basic problem, with each student developing an individual project or activity, and setting individual goals. The teacher gives assistance, advice, and consent.

In working with peers, it is not necessary to actually present the selected lesson to the group. You can simply describe briefly what the lesson was about, ask them to assume that they have just reached the point at which the assignment is to be given, and then prepare them to accept the assignment. You would then explain to your peers that they will not be expected to actually do the assignment but are just to participate in your presentation of the assignment.

Multiple copies of the Assignment Checklist are provided in this learning experience. If you wish to have your peers evaluate your performance, give a copy to each peer before presenting the assignment in order to ensure that each knows what to look for in your presentation. However, indicate that during the presentation, all attention is to be directed toward you, and that the checklists are to be completed **after** the presentation is finished.

Your institution may have available videotapes showing examples of teachers giving assignments. If so, you may wish to view one or more of these videotapes. You might also choose to critique the performance of each teacher in presenting an assignment, using the criteria provided in this module, or critique forms or checklists provided by your resource person.

ASSIGNMENT CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
In presenting an assignment, the teacher:				
1. involved you in formulating the assignment	☐	☐	☐	☐
2. explained the purpose of the assignment to the class	☐	☐	☐	☐
3. related the assignment to the student performance objective being taught	☐	☐	☐	☐
4. described the assignment to you in specific, detailed, and clear terms	☐	☐	☐	☐
5. helped you think through the assignment, organize materials, and schedule time to complete the assignment	☐	☐	☐	☐
6. limited the scope of the assignment so that it could be completed within a reasonable amount of time and with reasonable student effort	☐	☐	☐	☐
7. geared the assignment to your individual and group needs, interests, and abilities	☐	☐	☐	☐
8. suggested supplementary activities beyond the specific assignment which you might wish to do	☐	☐	☐	☐
9. explained to you how your work was to be evaluated	☐	☐	☐	☐
10. allowed time for questions concerning the assignment or the method of evaluation	☐	☐	☐	☐
11. arranged for facilities, equipment, or resources to be available if needed to complete the assignment	☐	☐	☐	☐
12. provided an information sheet and/or assignment sheet if you needed it to complete the assignment	☐	☐	☐	☐
13. let you know, through words and actions, that he/she was available to work with you on the assignment	☐	☐	☐	☐
14. let you know that your work would be carefully reviewed and evaluated	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL or N/A responses. If any item receives a NO, or PARTIAL response, you may wish to discuss this with the group, or check with your resource person if necessary.

NOTES

ASSIGNMENT CHECKLIST

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5. helped you think through the assignment, organize materials, and schedule time to complete the assignment	☐	☐	☐	☐
6. limited the scope of the assignment so that it could be completed within a reasonable amount of time and with reasonable student effort	☐	☐	☐	☐
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8. suggested supplementary activities beyond the specific assignment which you might wish to do	☐	☐	☐	☐
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Resource Person _____

	LEVEL OF PERFORMANCE			
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LEVEL OF PERFORMANCE: All items must receive FULL or N/A responses. If any item receives a NO, or PARTIAL response, you may wish to discuss this with the group, or check with your resource person if necessary.

NOTES

Learning Experience II

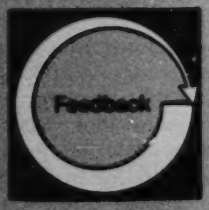
OVERVIEW

After completing the required reading, critique the performance of teachers in given case studies in conducting group supervised study.

You will be reading the information sheet, Conducting Group Supervised Study, pp. 30–32.

You may wish to read the supplementary references, Robinson, *Effective Study*, pp. 11–83; and/or Charles, *Educational Psychology: The Instructional Endeavor*, pp. 260–283.

You will be reading the Case Studies, pp. 33–34, and writing critiques of the performance of the teachers described.



You will be evaluating your competency in critiquing the teachers' performance in conducting group supervised study by comparing your completed critiques with the Model Critiques, pp. 35–36.

You may wish to observe a skilled teacher conducting group supervised study.

Activity

After an assignment has been given to a class, the teacher may wish to have the group begin, or even complete, the work right in the classroom. For information on how to conduct group supervised study, read the following information sheet:

CONDUCTING GROUP SUPERVISED STUDY

Supervised study allows students to study in the classroom under the direction of the teacher. The classroom has some advantages for study because it is an environment relatively free from distractions, equipment and resources are available, and the teacher is on hand to answer questions and work individually with students. Many students have poor study habits and have no idea how to extract information from a variety of sources to draw inferences or solve problems. Group supervised study sessions give you, as the teacher, an opportunity to foster good study habits, to deal with study problems, and to relate to students as individuals.

The Study Environment

The teacher should take responsibility for maintaining a pleasant, businesslike study environment. This includes providing adequate lighting, good ventilation, comfortable seating, and quiet working conditions. It also means that the teacher must maintain order in the classroom. If students are surrounded by noise and confusion, they will waste much of their time and attention on extraneous thoughts. No environment is perfect though, and students must learn to discipline themselves by clearing a work or study space free from distractions and concentrating on the task at hand.

Study Structure

The teacher must not view the supervised study session as free time to accomplish his/her own assignments—lesson plans, personal correspondence, etc. Students can sense the difference between a teacher who is not really involved in the study session and one who circulates through the room alert and conscious of students' efforts. Not only should the teacher be available to answer questions or help solve problems, but he/she may also want to quietly ask questions of individual students to stimulate their thinking, help them consider alternative solutions, and reinforce their good work. The teacher can structure student learning by developing broad questions to guide students in their search for information, and/or by helping students generate a list of study questions to guide their work. The teacher can also help the students clarify their overall and immediate goals, so that they feel a sense of accomplishment and closure as they work through the assignment.

Once students are aware of what it is they need to know, and what their purpose is in wanting to know it, the teacher should suggest resource materials for them to use, and see that each student has the use of at least one or two resources during the study session. These should be recommended on the basis of each individual student's interests, ability, and reading level. Students also need to be encouraged to look for reference materials on their own, and to have the satisfaction of locating the desired information after looking through a number of sources. Students should understand that the information they need may be found in encyclopedias, periodicals, textbooks, pamphlets, information sheets, and audiovisual media. They should be taught how to use these resources, and how to locate references in the library.

When students have gained some familiarity with what kinds of resources are available, they need to learn how to use them efficiently. When necessary, the teacher should spend some time instructing those who need help in how to use a table of contents, and how to read headings, opening and closing paragraphs of chapters, and first and last sentences of paragraphs, to form a general impression of what is contained in the reading. The teacher may also need to instruct students in how to skim over a page to locate a particular bit of information, and how to vary their reading speed according to the type of material being read. Students need to learn how to summarize in their own words what they have read, and to organize their notes so that they can remember the general information covered under each heading and can locate more specific information later if they need it.

Extracting the desired information is only part of the study process. Students must also learn to draw inferences from what they read so that they can form intelligent opinions and make good decisions. They should not be allowed merely to copy opinions word-for-word from a book and adopt them as truth. In addition, students need to learn to organize information from several sources, compile it, and interpret it. For example, a student in vocational agriculture should be able to draw data from yearly bulletins of the Department of Agriculture, figure out the annual rate of increase in the production of wheat in Nebraska, and estimate how big the next annual harvest will be.

Individual Attention

Group supervised study provides an opportunity for the teacher to get to know another aspect of student behavior. It enables the teacher to become more knowledgeable about each student's interests, abilities, and personal characteristics. Students learn to relate to the teacher as a helper and a friend.

The teacher should give help willingly when it is needed, but should be cautious about helping students capable of learning on their own who are progressing more slowly than the teacher would like. Many students learn in uneven spurts, and the teacher must recognize learning plateaus and be patient with students.

If a student has a genuine study problem, the teacher should probe deeper into the cause of the problem and try to help the student overcome it. Students who have difficulty concentrating or reading may need a special course in reading. Some students get in the habit of skipping over words when they read and eventually develop a vocabulary deficit. The teacher should make a special effort to explain key words and phrases, and encourage students to use the dictionary. Reading problems may also be the result of undiagnosed poor eyesight, some sort of personal problem in the student's life, or simply a lack of interest in the assignment.

Discussion

After the supervised study session, you may conduct a discussion in which students share their individual discoveries with others. The main purpose of a concluding discussion is to pull together information and to shed some light on the questions or problems which students worked on during the study session. The teacher needs to encourage all students to participate in this discussion so that each feels some sense of accomplishment. By beginning the study period with a clearly defined assignment, by working with individuals throughout the study period to keep the work progressing smoothly, and by bringing the period to a close with a summary discussion that brings the work to a final point, the teacher will have conducted a study session from which students have derived genuine benefit.

To conduct an effective group study session, then, the teacher should—

- help students formulate questions to direct their study
- help students set objectives for the study session
- locate and select resources in advance which students can use in their study
- recommend resources to students suitable to their level of ability and understanding
- direct students to resources which they might not otherwise find or might have difficulty finding
- help students find pertinent information in the resource materials
- control environmental conditions such as lighting, temperature, ventilation, and noise, so that students are free from distractions
- maintain an orderly, businesslike study setting
- move quietly and inconspicuously about the room giving individual help
- provide students with feedback during the study session to let them know whether they are progressing in the right direction
- hold a discussion to summarize what was achieved during the session

In order to teach students how to study efficiently, the teacher should have developed good study techniques and study habits himself/herself. For information on how to improve your own study techniques, you may read Robinson, *Effective Study*, pp. 11–93.

If your vocational specialty requires a considerable amount of memorization by students, you should be able to teach and demonstrate memorization. For information on memorization, you may read Charles, *Educational Psychology: The Instructional Endeavor*, pp. 260–283.

The following Case Studies describe how two vocational teachers went about planning for and conducting group supervised study. Read each case study, and **explain in writing** (1) the strengths of the teacher's approach, (2) the weaknesses of the teacher's approach, and (3) how the teacher should have treated his/her responsibilities.

CASE STUDIES

Case Study 1: The Case Of The Gremlins And The Microbes

Miss Germane was busily adjusting the last few microscopes on the display table at the front of her health occupations classroom as students found their seats. When the bell rang, she began the lesson by reviewing with them some of the diseases they had been studying.

"I thought you might be interested in actually seeing some of the bacteria we've been studying, so I've set up these microscopes here in front. I'm going to hand out an information sheet to everyone with ten different drawings on it. Study the sheet for awhile and try to compare the similarities and differences in the forms, and then, when you're ready, come up to the table and look at them under the microscope. You'll see that each drawing has a number and it corresponds to the number I've placed in front of each microscope.

After you've finished looking at them, use the resource books in the bookcases in the back of the room, or go to the library if you can't find what you need, and look up some information on each type of organism. I brought in a couple of textbooks from my college course in bacteriology and you can share them. There's also an encyclopedia back there and a dictionary, so that should keep you busy for the rest of the class."

Since Miss Germane had arrived at class nearly an hour early to set up the display table, she hadn't even had a chance to read the morning paper or drink a cup of coffee. In a few minutes, students began filing up to the microscopes and a line formed behind each one as the others waited their turn. A few students who weren't particularly interested in the course and never seemed to participate in discussions stayed in their seats and chatted.

Miss Germane waited until everyone settled down again in the back of the room before she opened her thermos and began reading the paper. There was a really interesting article in it this morning about the reappearance of typhoid fever in Europe. It was a long article, but the class was quiet. She would have had no problem finishing it before the bell rang, except that a student interrupted her to ask her to explain something he had been reading in her college bacteriology book. It had been so long since she had studied bacteriology, it took awhile to figure out the answer to his question.

"I really can't understand why you're reading this chapter anyway," Miss Germane said after she answered the student's question. "Are you just kind of reading it on your own?"

The student looked confused and told her that he hadn't been able to match any of the organisms under the microscopes with the drawings on his sheet so he had decided just to do some reading in a book. "I never seem to be able to see anything under the microscope," he told her.

Miss Germane noticed that the student wore thick glasses and felt sorry for him. "Maybe I can help you," she said sympathetically. "Here, let's look at the drawings together and we'll try to find these beasties under the microscopes." The student seemed relieved and shared his information sheet with her. She looked at it for a couple of minutes with a puzzled expression on her face.

"I don't understand this," she said. "Let me look at one of the other sheets." Then she went to the left-over stack of handouts she had run off and picked up another information sheet. "Class," she announced, "It seems that I have given you the wrong handout. This one was supposed to be for next week's class. I must have left the other one at home."

A few of the students began to put away their resource books in anticipation of the bell. Just as it rang, Miss Germane told the class that they would have another group supervised study session next week to make up for the one today. As they left, she felt annoyed at herself for making such a stupid mistake. But she couldn't help smiling when she realized that not one of them had been able to tell the difference when they looked under the microscope!

Case Study 2: The Case Of The Unproductive Corn Assignment

Mr. Herford, a vocational agriculture teacher at Brown High School, usually taught a unit about this time of year on corn production. Brown High was located in the heart of the corn belt, and several of his students lived or worked on farms that raised corn. As he looked through his notes, Mr. Herford began to wonder whether it was a good idea to tell students everything they needed to know to plant corn. "After all," he said to himself, "when they get out on the job they're not always going to have me around to give them answers. Maybe they should learn how to find out things for themselves."

He decided that he'd turn them loose on the bulletins from the U.S.D.A., the state and county pamphlets, the university publications, and all the periodicals he had lying around. Mr. Herford was surprised, when he opened the class discussion with a few questions, at how curious students were about just how farmers do know when to plant their crop, and how they know what fertilizers and pesticides to use. One question led to another, and before long, the whole class was eagerly awaiting the answers they were sure he would provide.

"Today we're going to try to find the answers to these questions by searching through some of the resources in this room. Most of you have only seen the covers of the pamphlets, bulletins, magazines, and books in our library. Have you ever wondered what was inside them?"

Mr. Herford helped students organize themselves into three groups and assigned each group a topic to research. One group would study tillage and soil preparation, another would study the varieties in planting and fertilization dates, and the third, weed and insect control. After they had arrived at what they felt was the best information available on their topic, they were to report back to the whole group.

Mr. Herford was pleased to see them take to the assignment so eagerly. One of the groups got started right away on the issues of the *Successful Farming* magazine to find out what the different planting dates were for their area of the country. Mr. Herford saw that they were getting along well without him and sat down to finish planning the lesson he would give the next day.

Another group, composed mostly of students who usually sat around during supervised study and daydreamed or talked, began to laugh and cause trouble not long after the study session began. Mr. Herford ignored them as long as he could, but finally looked up from his work and saw that the whole class was busy watching a couple of students throw paper wads at each other.

He stood up and asked the class to come to order. "This is not a time to play," he said sternly. "You two are disturbing the whole class."

Everyone got busy again and Mr. Herford kept an eye on the two troublemakers. One of them was obviously only pretending to read because he kept staring at the same page and gazing out the window. Mr. Herford decided to try to help him, and sitting down beside him asked, "What have you been reading, John?"

"Oh, I've been studying this pamphlet," John replied, as he closed it and showed Mr. Herford the title. It was a pamphlet from the county agriculture department full of statistical data and tables.

"That's good, have you taken any notes? It's always a good idea to write down what you learn so you can remember it."

One of the more capable students in the group spoke up then and said that he had been acting as a recorder for the group and had written down things that the students in the group thought were important. When Mr. Herford looked over the notes, he found that most of them were taken word-for-word from the various pamphlets the students had been reading. "We haven't gotten very far into these," the recorder added, "they take a long time to read."

Mr. Herford considered telling the group that the information they were looking for wasn't in those pamphlets anyway, but he thought better of it when he remembered that the purpose of group supervised study was for students to learn **how to** learn. Then he patted one of the students on the shoulder and said in a rather loud voice, "Keep up the good work!"

Everyone in the room must have heard him because every head turned his way. But he felt good about congratulating the student in front of the whole class; it was a good way to encourage the others to keep studying. He wondered if he should check on the two other groups to see how they were doing, but decided he would find out eventually when they all reported back to the rest of the class. Everyone looked busy, and he went back to his desk to finish planning the next day's lesson.

Compare your completed written critiques of the Case Studies with the Model Critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL CRITIQUES

Case Study 1:

It looked as though Miss Germane was preparing a really good study assignment for her class. The work was certainly relevant to what the group had been doing, it would tend to strengthen their knowledge of the subject, and it would be interesting to many students. The short review before beginning the study was a good tactic, as was the idea of preparing an information sheet to guide the study—if only it had been the right one. Having resource materials for further study was helpful, though perhaps having some at a lower level might have benefited some students more.

Just one or two poor decisions on Miss Germane's part ruined the whole study period and wasted the time of the entire class. The teacher should not have considered the study period for the class as a free period for herself. It is quite inexcusable that she should read and drink coffee while expecting the class to work on their own.

She should have been actively working with the students, checking on their progress, giving assistance and encouragement, and asking questions about what they were learning. If she had been doing this, she would have discovered the information sheet problem very soon, and could have corrected the situation in a number of ways. Miss Germane could also have spotted the problem if she had gone through the study assignment herself quickly, before asking the class to do it. This technique often allows teachers to detect weaknesses in the assignment and modify it accordingly.

Miss Germane may find that at the next study period even more students are uninterested in her display of bacteria and would rather chat than work. Her apparently careless attitude could be infectious.

Case Study 2:

We can agree with Mr. Herford's main idea of giving students an opportunity to learn how to locate and use information for themselves. It is indeed important that they know how to benefit from the rich resources available to them, and to get familiar with the literature of their field—whether cornfield or electromagnetic field. Mr. Herford's technique of getting the group involved and curious about the topic through a preliminary discussion seemed to be a good one, and appeared to work.

What we disagree with is Mr. Herford's use of the group study method for reading and analyzing technical literature. This is a difficult task at best, and Mr. Herford had apparently not prepared the class for it by teaching them how to skim a chapter for content by reading topic sentences, how to use the table of contents and index, and other devices. Usually, small-group work is best reserved for planning, discussion of previously gathered information, and decision-making.

In this task we think it would have been much better if Mr. Herford had set out the broad outlines of the assignment (perhaps listing as study questions the several questions generated in the opening discussion). He could then have allowed each student in the group to choose an aspect of the topic in which he or she was particularly interested. Each student could then gather on an individual basis the information from the literature and resources provided. Mr. Herford, of course, should always be active in the study period, suggesting references, helping students avoid useless search, and in general guiding the whole process. With a more specific assignment, and more guidance during the study period, Mr. Herford could have held a summary discussion in which students shared their answers to the study questions.

Instead, this teacher made the mistake of letting the class fend for itself during the study period. Not surprisingly, the learning environment broke down and a behavior problem was unnecessarily created.

Learning how to learn is not a natural or easy process, but requires work on the students' part, and the teacher's instruction, direction, guidance, and encouragement. Encouragement, however, does not mean an indiscriminate comment to "Keep up the good work," when in fact there was very little good work to keep up.

It seems that Mr. Herford's planned study session was unproductive because, though the seeds of learning were planted, they fell on unprepared ground. The idea of students learning how to learn really failed to take root, and student growth was blighted. There is more than just a kernel of truth in the notion that even the most fertile young minds require cultivation if they are to reach full maturity.

LEVEL OF PERFORMANCE: Your completed written critiques should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Conducting Group Supervised Study, pp. 30–32, or check with your resource person if necessary.

You may wish to arrange through your resource person to observe a skilled teacher conducting group supervised study. Note especially the types and amount of individual help the teacher gives students during the study session, the way the study area is organized, and the degree to which students seem able to locate and use resource materials.

If possible, you may wish to arrange through your resource person to meet with the teacher after the study session to discuss such matters as—

- the methods this teacher uses to teach effective study techniques
- the types of lessons, assignments, or situations for which group supervised study is most appropriate
- problems encountered in the group study situation, and ways to handle them

Learning Experience III

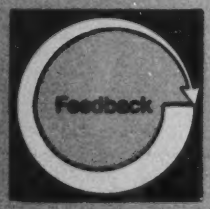
FINAL EXPERIENCE

In an **actual school situation,*** direct student study.

As you plan your lessons, decide when study assignments and group supervised study could be used effectively to aid in meeting the lesson objectives. Based on those decisions, direct student study. This will include—

- planning and presenting study assignments (in school and out of school) designed to help students meet lesson objectives
- conducting group supervised study sessions in the classroom or laboratory
- directing student study using information and assignment sheets
- instructing students in effective study techniques, if necessary
- directing student use of a variety of resource materials

NOTE: Your resource person may want you to submit your written lesson plan(s) to him/her for evaluation before you present your lesson(s). It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.



Arrange in advance to have your resource person observe you directing student study as part of one or more lessons.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 39–40.

Based upon criteria specified in this assessment instrument, your resource person will determine whether you are competent in directing student study.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Direct Student Study (C–6)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In presenting student assignments, the teacher:						
1. involved students in formulating the assignment	☐	☐	☐	☐	☐	☐
2. explained the purpose of the assignment to the class..	☐	☐	☐	☐	☐	☐
3. related the assignment to the student performance objective being taught	☐	☐	☐	☐	☐	☐
4. described the assignment to students in specific, detailed, and clear terms	☐	☐	☐	☐	☐	☐
5. helped students think through the assignment, organize materials, and schedule time to complete the assignment	☐	☐	☐	☐	☐	☐
6. limited the scope of the assignment so that it could be completed within a reasonable amount of time and with reasonable student effort	☐	☐	☐	☐	☐	☐
7. geared the assignment to the individual and group needs, interests, and abilities of the students	☐	☐	☐	☐	☐	☐
8. suggested supplementary activities beyond the specific assignment which students might wish to do	☐	☐	☐	☐	☐	☐
9. explained to the students how their work was to be evaluated	☐	☐	☐	☐	☐	☐
10. allowed time for students' questions concerning the assignment or the method of evaluation	☐	☐	☐	☐	☐	☐
11. arranged for facilities, equipment, or resources to be available if needed to complete the assignment	☐	☐	☐	☐	☐	☐
12. provided an information sheet and/or assignment sheet if the students needed it to complete the assignment .	☐	☐	☐	☐	☐	☐
13. let students know, through words and actions, that the teacher was available to work with them on the assignment	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
14. let the students know that their work would be carefully reviewed and evaluated	☐	☐	☐	☐	☐	☐
In conducting supervised study, the teacher:						
15. developed or helped students generate questions to direct their study	☐	☐	☐	☐	☐	☐
16. helped students set objectives for the study session	☐	☐	☐	☐	☐	☐
17. located and selected resources in advance which students could use in their study	☐	☐	☐	☐	☐	☐
18. recommended resources to students suitable to their level of ability and understanding	☐	☐	☐	☐	☐	☐
19. directed students to resources which they might otherwise not have found or might have difficulty finding	☐	☐	☐	☐	☐	☐
20. helped students find pertinent information in the resource materials	☐	☐	☐	☐	☐	☐
21. controlled environmental conditions, such as lighting, temperature, ventilation, noise, so that students were free from distractions	☐	☐	☐	☐	☐	☐
22. maintained an orderly businesslike study setting	☐	☐	☐	☐	☐	☐
23. moved quietly and inconspicuously about the room giving individual help	☐	☐	☐	☐	☐	☐
24. provided students with feedback during the study session to let them know whether they were progressing in the right direction	☐	☐	☐	☐	☐	☐
25. held a discussion to summarize what was achieved during the study session	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may substitute for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was not applicable to the situation.
None . . . No attempt was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only very limited ability to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has some ability to perform it.
Good . . . The teacher is able to perform this skill in an effective manner.
Excellent . . . The teacher is able to perform this skill in a very effective manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

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